

# Fingertips Creative Arts Pre-School

All Saints Church, 129 Station Road, HARPENDEN, Hertfordshire, AL5 4UU

<b>Inspection date</b>	19/11/2013
Previous inspection date	27/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are effectively safeguarded because staff recruitment and supervision have a strong focus on child protection. Consequently, the safeguarding and welfare requirements are met.
- Children are developing very good self-confidence. Relationships with their key person and peers are well promoted through the introduction of forest school sessions.
- Teaching is good because staff understand how to promote children's learning and development through play. Children make good progress in their communication and language skills because staff skilfully question them. As a result, children are reaching expected levels of development.
- Partnerships with parents, carers and other professionals are good because everyone works consistently to support children. As a result, they make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- There is scope to provide more challenging activities for more able children, to further promote their learning and development.
- There is room to promote children's independence further, by using photographs to label equipment so that they can more easily self-select resources.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main hall and the outside area as well as attending part of a forest school session in the woods.
- The inspector looked at a selection of policies, procedures and information provided by the pre-school.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.

## Inspector

Jo Rowley

## Full report

### Information about the setting

Fingertips Creative Arts Pre-School was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is situated in the hall of All Saints Church in the high street of Harpenden, Hertfordshire and is privately managed. The pre-school serves the local town and surrounding areas and is accessible to all children. The pre-school has an enclosed area available for outdoor play.

The pre-school opens on a Monday afternoon from 12.15pm to 3pm and Tuesday, Wednesday and Friday mornings from 9am until 12pm. Forest school sessions are available from 12pm until 3pm on a Tuesday and Wednesday and on a Thursday morning 9am until 12pm for children aged three to five years. The pre-school and forest school operate during term time only and children may attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children and there are currently 40 children in the early years age range on roll.

The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status, and one member of staff with a level 3 forest school qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide more able children with activities that provide even greater challenge, to support and encourage their learning and development and promote their independence even further
- promote more opportunities for children to self-select resources by providing additional photographic evidence of what is available.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage and have attended additional training to support their knowledge. Regular observations are completed for every child and these are used to measure children's progress through assessment. Staff interact well with children, using opportunities to extend their thinking where possible. For example, as children are engaged in an activity where they are comparing, measuring and weighing various sized items, staff skilfully question them 'which is biggest?' and 'how do you know which is

heaviest?'. As a result, children's learning and development is encouraged. Staff intervene at appropriate times to encourage children's exploration skills. Staff provide children with a wide range of opportunities to express themselves across the prime and specific areas of learning. They learn about the outdoor environment while developing their physical skills and; their communication and language skills, as they discuss a range of topics in the outside environment. This supports children in preparation for school.

Children's next steps are clearly drawn from staff observations and these are incorporated into the planning of future activities, which also takes account of children's interests. Adult-led activities are planned around themes and topics, such as 'people who help us', which is the current theme. Children are engaged in creative activities, such as making up their own fire engines from a range of craft materials. However, there is sometimes limited differentiation for more able children, because some materials are pre-cut ready for children to place together. Children's physical development is well promoted as children are encouraged by staff to use a range of resources, such as soft play equipment, inside the pre-school where children can climb, jump and bounce safely. Additionally, outside, the children use a range of wheeled bikes and scooters as they safely manoeuvre around the area. At the forest school sessions, children master the art of balancing, on a strapline and are fully supported by staff.

Partnerships with parents are well promoted because from their first day, staff encourage them to be a part of their child's learning. Staff request a range of information from parents, which will enable children to settle quickly and on-going progress is effectively shared. For example, parents speak on a daily basis with staff, they share progress that they have seen at home and talk about the achievements their children have mastered. Parents speak of the impact the forest school sessions have had on their children's communication and language development and how the freedom to explore the outside area has developed children's physical skills. Additionally, parents explain happily about how they feel included in their children's learning and development. As a result, the consistency between staff and parents ensures that children's learning and development is effectively promoted.

### **The contribution of the early years provision to the well-being of children**

Children's confidence and self-esteem within the pre-school are well promoted because staff help children to form effective relationships, attachments and bonds. Additionally, the forest school sessions build upon children's self-confidence and focus on a child's needs holistically. In the forest, children's imaginations are well promoted and they create their own games and ideas. For example, they make 'dens' with various sized sticks and branches, which become 'dinosaur homes'. Staff are good role models, they talk to children at their level, support them and value what they say. For example, as children collect a range of objects they explain in detail to staff about the sticks they have found to clear the way for other children. As a result, children's behaviour is good. Furthermore, effective strategies, such as no loud voices in the pre-school, promote an environment which is calm, friendly and welcoming. Children are kind to each other, they happily wait their turn and show concern for others without a prompt. For example, one child goes to get a tissue for their friend as they says 'here you are, for your nose'.

The key person system is good because settling-in procedures are organised with parents, according to each individual family to ensure that it is appropriate for different children. As a result, children's care needs are well promoted. Staff know children well and children have developed strong relationships with staff. Parents share their feelings of how important this is to them and are clearly aware of their key person's role and responsibility. Children are developing a good awareness of managing their own risk and personal safety as staff provide gentle reminders, such as picking up toys so they don't trip over and hurt themselves. Additionally, as part of the forest school sessions children develop awareness of their own safety through learning experiences in a woodland environment. For example, children are clearly able to explain what they must do if they see a dog or are approached by a stranger. They are also very aware of the precautions they must follow when using tools or collecting sticks. As a result, children's understanding of their personal safety is good.

Opportunities for children to develop healthy lifestyles are well promoted because they take part in a wide range of physical exercise. They eat a range of healthy fruit snacks and when they take part in cooking or baking activities, staff ensure that these are healthy. The environment is warm and friendly and offers children a wide range of resources to develop across the prime and specific areas of learning. Children thrive on the opportunity to create music as, for example, the manager gets her guitar out and initiates a music and instrument session. Children join in happily as they sing loudly, quietly and use a range of instruments. The resources are of good quality, however, there is scope to promote more opportunities for children's to self-select resources, by using photographs and labels on the equipment, so that the children can see what is available to them.

### **The effectiveness of the leadership and management of the early years provision**

Staff at the pre-school meet the safeguarding and welfare requirements and demonstrate a good understanding of how to protect the children in their care. Regular risk assessments are completed within the pre-school, to ensure that children can play safely. Additional assessments are completed for the forest school sessions and incorporate the fact that the setting use a public woodland area. Each member of staff has completed basic safeguarding training and they are aware of the procedures to be followed in the event of a child protection concern being raised. Additionally, the pre-school manager ensures that suitable checks are carried out on all staff to ensure that they are safe and suitable to work with children. Robust recruitment and induction measures ensure that staff are well qualified and experienced for their role and they have a clear understanding of their responsibilities. As a result, children are effectively safeguarded.

The manager demonstrates a good understanding of her responsibility in monitoring and evaluating the teaching and learning in the pre-school. She observes staff practise on a regular basis and carries out regular supervision meetings and appraisals with each member of staff. In addition, the manager monitors and evaluates children's learning journals to ensure that observations are completed effectively and children's progress is ongoing. As a result, the quality of the learning environment and the activities provided

are well matched. Although, there is scope to develop opportunities that promote further challenge for more able children. Since the last inspection, the pre-school have introduced forest school sessions. These have had a hugely positive impact on children's speech and language and their personal, social and emotional development and as a result, children make good progress in their learning and development.

Partnership with parents is good because the emphasis is on working together. Parents speak highly of the staff at pre-school and comment on the staff's friendly approach. Parents enjoy being able to access information about their child at any time but also enjoy the regular consultations they attend. Partnerships with other settings, delivering the Early Years Foundation stage are also good because staff work closely to promote a consistent approach in children's learning. The pre-school regularly evaluate their practice through group discussions each day as well as regular full team meetings. This enables staff to have an accurate view of the quality of the provision. In addition, the pre-school have focused plans of where they want to be and this demonstrates that they have the capacity to improve.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY431242
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	874562
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Fingertips Creative Arts Pre-School Limited
<b>Date of previous inspection</b>	27/02/2012
<b>Telephone number</b>	01582 764391

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

